

# Supporting long-term English learner students in mastering academic English: A framework for success

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# Presenters



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# Webinar Goals

As a result of your participation today, you will:

- Explore promising practices and strategies that support the specific needs of English Learners (ELs)/Long Term English Learners (LTELs); and
- Understand the importance of coordinating practices to provide comprehensive support to ELs/LTELs.

# Webinar Overview

Each presenter will share:

- Overarching approach
- Specific strategies/practices aligned with the approach

# Quality teaching for English learners: A pedagogy of promise

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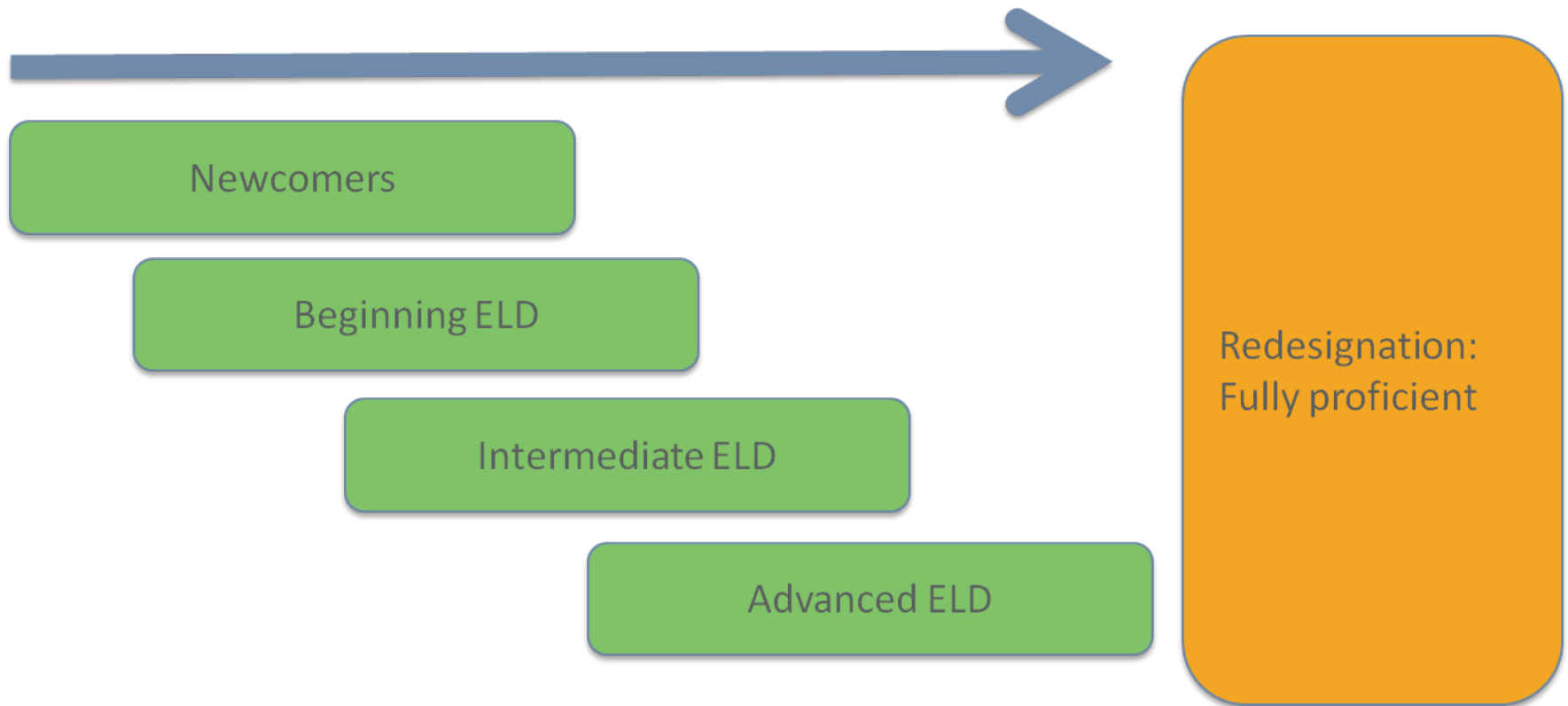
# Regardless of their level of academic and English language development, all ELs:

- Possess valuable resources and world views
- Have knowledge of their family languages
- Bring immense potential to school

## Our role as educators is to:

- Set our work between who they are and who they are not yet, scaffolding their deep and accelerated growth

# The Continuum of English Learners: The Myth





# Under what conditions can the ideal be realized?

- Apprenticeship
- Simultaneous development of conceptual, analytical, and language practices
- There are masters who model the practices
- Deliberate and varied heterogeneous grouping

The process of development of (disciplinary) practices continues throughout life

# Quality opportunities to learn for ELs are characterized by:

- Academic rigor
- High expectations
- Quality interactions
- Language focus

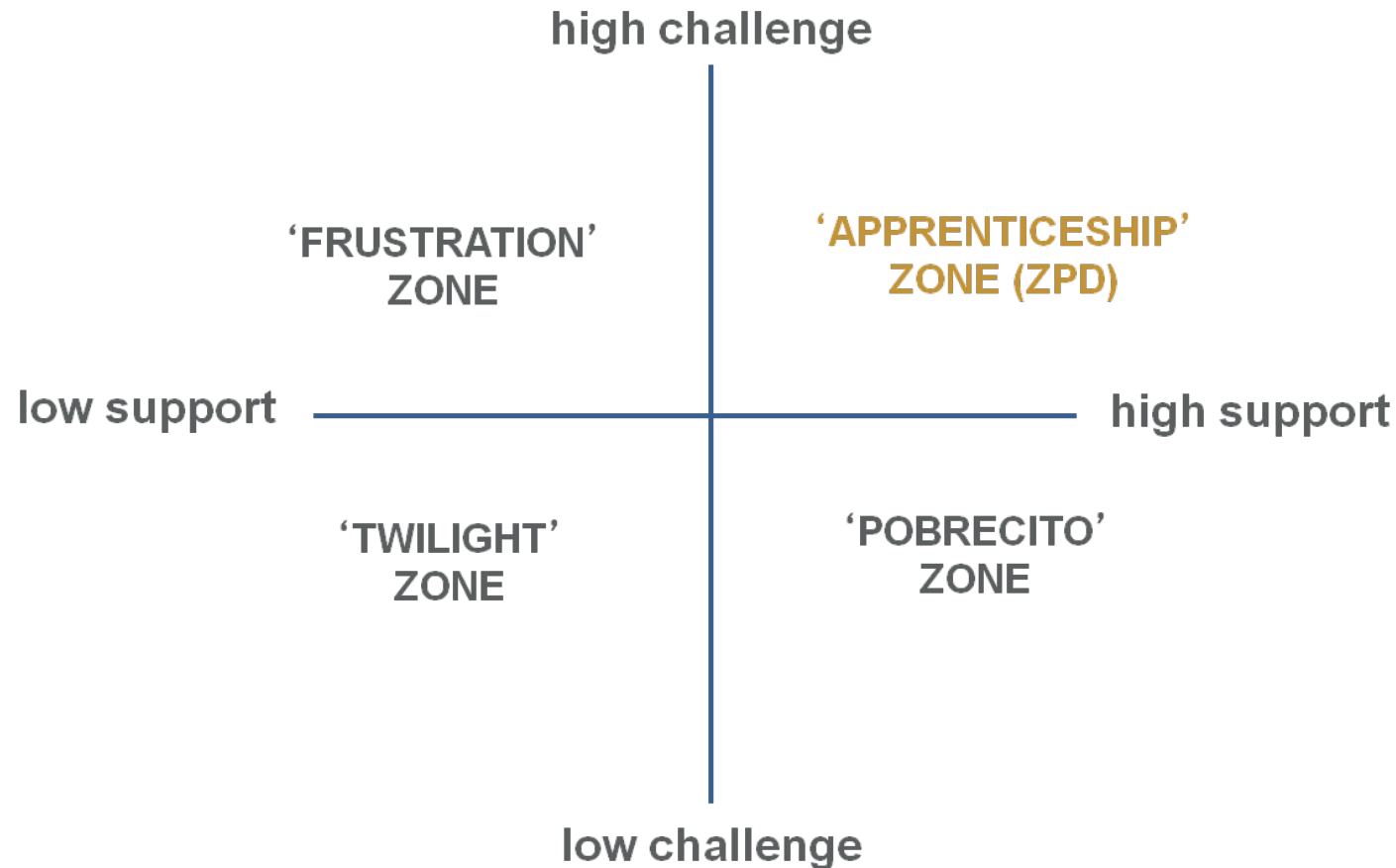
- Walqui and van Lier (2010)

# What happens when ELs do not receive quality opportunities to learn?

- They are delegitimized
- Their development is truncated
- Then, we isolate them, label them “Long-term ELs,” and propose “remediation” for them

When, in fact, quite the opposite is needed: engagement, depth, acceleration

# Challenge and Support



Students who are intellectually challenged and well supported develop linguistic, conceptual, and academic autonomy over time



# Theoretical and pedagogical shifts required of teachers

## From:

- Seeing language acquisition as an individual process
- Conceptualizing language in terms of structures or functions
- Seeing language acquisition as linear and progressive aimed at accuracy, fluency, and complexity
- Emphasizing discrete structural features of language

## To:

- Understanding it as a social process of apprenticeship
- Understanding language as action
- Understanding that acquisition occurs in non-linear and complex ways
- Showing how language is purposeful and patterned

— Heritage, Walqui, and Linquanti (2015)

# Theoretical and pedagogical shifts required of teachers

## From:

- Activities that pre-teach content
- Establishing separate objectives for language and content learning
- Using simple or simplified text
- Teaching traditional grammar

## To:

- Activities that scaffold students' development and autonomy as learners
- Establishing objectives that integrate language and content learning
- Using complex, amplified texts
- Teaching multimodal grammar

— Heritage, Walqui, and Linquanti (2015)

# A future-oriented pedagogy based on sociocultural perspectives

- Participation in activity is central to the development of knowledge
- Apprenticeship into disciplinary practices moves students from novices to increasing levels of competence
- High-challenge and high-support learning opportunities honor students' capabilities
- Instruction focuses on providing “intellectual push”



# Academic uses of English development continuum

This development should be tracked over a unit of work that takes place over several classes.

**More spoken**

**More written**



— Gibbons (2009); Walqui and van Lier (2010)

# An example with LTELs

School: Lanier High School, Austin, TX

Teacher: Stacia Crescenzi

# Shifts in Ms. Crescenzi's class

## From:

- Remediation and stigma
- Work focused on isolated pieces of language
- Promoting and accepting failure
- Blaming the students

## To:

- Acceleration and pride
- Work focused on robust ideas, intellectual processes
- Treating students as capable, talented individuals
- Challenging and supporting them

# The lesson: Weaving conceptual understandings, disciplinary practices, and the language to realize them

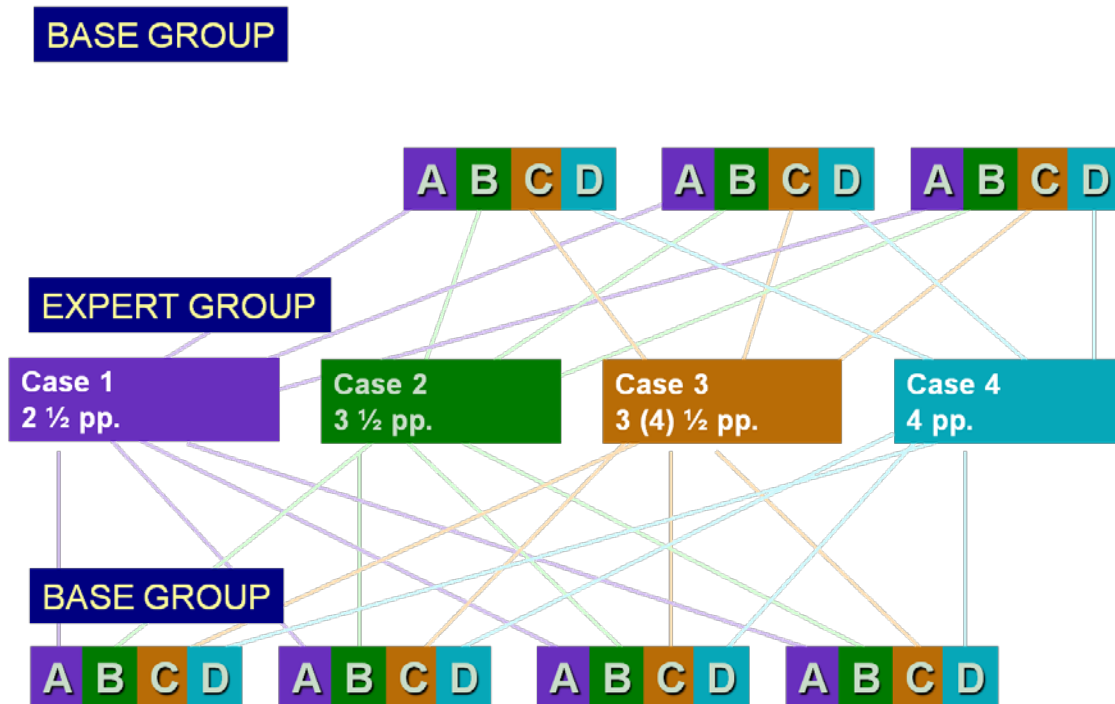
1. Quick write and round robin
2. Anticipatory guide and diagram chart
3. Reading prediction
4. Base group discussion
5. Expert group: Focused reading
6. Base group sharing, discussion, and third-person report
7. Extended anticipatory guide
8. Writing of informational text

# Base groups: Extended anticipatory guide

	OPINION		FINDING		EVIDENCE: EXPLAIN USING YOUR OWN WORDS
	AGREE	DISAGREE	AGREE	DISAGREE	
1. Each part of the brain is responsible for different functions or activities.					
2. When someone's brain is injured, he or she never recovers from the injury.					
3. The most important part of your brain is the part that controls language use.					
4. You can always tell when someone's brain is injured.					
5. People who are brain injured behave in odd ways.					

# Jigsaw Project

- Heterogeneous groups work together preparing for specialized work
- Participants share content of their readings and get ready to put it all together and raise questions



# A focus on language and genre

The focus on disciplinary language needs to move from the macro aspects (genre, purpose, understanding of interlocutor, ideas) to the micro (structures, words, spelling).

# Two ways of making complex texts accessible to ELs

- Pedagogical scaffolding
- Text engineering



# In Expert Groups

## CLARIFYING BOOKMARK 1

What you can do	What you can say
Think about what the selected text may mean.	<i>I'm not sure what this is about, but I think it may mean...</i>
	<i>This part is tricky, but I think it means...</i>
	<i>After rereading this part, I think it may mean...</i>
Summarize your understanding every so often.	<i>What I understand about this reading so far is...</i>
	<i>I can summarize this part by saying...</i>
	<i>The main points of this section are...</i>

## CLARIFYING BOOKMARK 2

What you can do	What you can say
Use your prior knowledge to help you understand.	<i>I know something about this from...</i>
	<i>I have read or heard about this when...</i>
	<i>I don't understand the section, but I do recognize...</i>
Apply related concepts and/or readings.	<i>One reading/idea I have encountered before that relates to this is...</i>
	<i>We learned about this idea/concept when we studied...</i>
	<i>This concept/idea is related to...</i>

## CLARIFYING BOOKMARK 3

What you can do	What you can say
Ask questions about ideas and phrases you don't understand.	<i>Two questions I have about this section are...</i>
	<i>I understand this part, but I have a question about...</i>
	<i>I have a question about...</i>
Use related text, pictures, tables, and graphs to help you understand unclear ideas.	<i>If we look at this graphic, it shows...</i>
	<i>The table gives me more information about...</i>
	<i>When I scanned the earlier part of the chapter, I found...</i>

# Example 1

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SECONDARY CLASSROOM EXEMPLAR

UNIT: Informational Texts

ACTIVITY: Reading and Writing Informational Text

GROUP 1

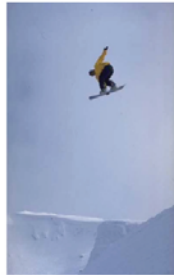
CHEYENNE EMERICK:

A DREAM TURNED NIGHTMARE

notes

Cheyenne Emerick used to be a happy, carefree snowboarder. Now he never knows when an epileptic seizure will send his body crashing to the ground. As the uncontrollable fits take over his body, he jerks, roars, and screeches. Saliva foams out of his mouth. He is not aware of a fit when it is going on. But when it is over, he says that he can tell how intense a seizure was by the look on the faces of the people around him. "They're always, always scared out of their minds," he says.


Cheyenne was interviewed by Michael Paul Mason, who wrote about him, and other people with brain injuries, in a book called *Head Cases*. This is Cheyenne's story.



A snowboarder's dream is to soar through the air, flying high above the snow.

**An Accident on the Mountain**


*How did Cheyenne's accident happen? How did he get injured?*



Chairlifts carry snowboarders to the top of mountain trails.

When Cheyenne Emerick and his friends started snowboarding, they rode the icy slopes of Sugarloaf Mountain in Maine — as fast as they could. Like many young people, they thought they were invincible, that no harm could come to them even as they flew down the mountain at sixty miles per hour or soared through the air.

A snowboarding magazine took photographs and wrote about Cheyenne and his friends. After that, they thought they were special, that they could do anything. They decided to tackle the mountain that is every snowboarder's dream, the dramatic Snowbird Mountain in Utah.

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# Example 2

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SECONDARY CLASSROOM EXEMPLAR

UNIT: **Informational Texts**  
ACTIVITY: **Reading and Writing Informational Text**

GROUP 2  
CHARLES WHITMAN:  
MASS MURDERER OR INNOCENT VICTIM?


notes

Charles Whitman was born in 1941, and from an early age, his life looked promising. Neighbors remembered him as a happy and pleasant child who loved to play the piano. In grade school, he was found to be extremely intelligent, and he consistently made good grades. He became active in the Boy Scouts, and by the time he was 12, he had earned the rank of Eagle Scout, an impressive accomplishment for someone so young. Charles also enjoyed athletics. He was a pitcher for his high school baseball team and the manager of the football team. After high school he joined the Marines, where he was described as "the kind of guy you would want around if you went into combat." While he was in the Marines, he got married, and it was during this period that he began to show the first signs that something was wrong with him, something that would eventually result in a terrible tragedy.



Young Charles in his Boy Scout uniform.

**Searching for Help**  
*How did Charles come to realize that something was wrong with him? Where did he go to try to get help?*  
As a Marine, Charles began having occasional bursts of anger. At one point, after he got into a fight and threatened to "kick the teeth out" of another Marine, a Marine court ordered him to be locked up in a military prison for 30 days.  
Charles had begun making copious handwritten notes by this time, and he developed what is referred to as "hypergraphia," an uncontrollable or overwhelming urge to write. He wrote notes to himself incessantly. They ranged from lists and reminders to declarations of the tremendous love he felt for his

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# Example 3

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SECONDARY CLASSROOM EXEMPLAR

UNIT: Informational Texts

ACTIVITY: Reading and Writing Informational Text

GROUP 3

PHINEAS P. GAGE:

EARLY CLUES TO LOCALIZED BRAIN FUNCTION

notes

Phineas P. Gage was a nineteenth century railroad construction worker who is remembered, not only for his incredible survival of an accident that drove a thirteen-pound iron rod clear through his head, but also for the reported effects of the accident on his personality and social functioning. The brain injury destroyed one or perhaps both of his frontal lobes, with results so profound that friends said he was "no longer Gage." His case played an early role in understanding the localization of brain function — that different locations or areas of the brain control different physical and mental functions. Gage's case was among the first to suggest that damage to the brain's frontal lobes can affect personality and behavior. Neurologist Antonio Damasio, for example, calls Gage's story "the historical beginnings of the study of the biological basis of behavior."

### An Accident Using Explosives

*What happened to Gage? What made his survival so astonishing?*

Phineas Gage was foreman of a work gang blasting and blowing up rock to clear the roadbed for a new rail line outside the town of Cavendish, Vermont. To get the job done, workers drilled a hole into a body of rock. Then, it was Gage's duty to fill the hole with explosive gunpowder, add a fuse, cover the gunpowder with sand, and pack the charge down with a long tamping iron before lighting the fuse.

On September 13, 1848, possibly because Gage omitted the sand, the tamping rod came into direct contact with the gunpowder, causing an unexpected explosion that drove the rod back out of the hole and through his skull.



Illustration from Dr. John Harlow's 1868 paper describing the penetration of a tamping rod through Phineas Gage's skull.



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# Example 4

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SECONDARY CLASSROOM EXEMPLAR

UNIT: Informational Texts

ACTIVITY: Reading and Writing Informational Text

GROUP 4

ELLEN G. WHITE:

SUPERNATURAL VISIONS OR BRAIN INJURY?

notes

The Seventh-day Adventist Church, which Ellen G. White helped to formally establish in 1863, now has 15 million members around the world. White was undoubtedly one of the most influential individuals in the history of the church, a spiritual leader considered by many to be a prophet—in part because of the intense religious visions she experienced throughout much of her life. Some neurologists attribute her visions to the effects of a childhood brain injury, likening them to seizures caused by temporal lobe epilepsy. Even some church members, such as the author of the report excerpted below, allow that the visions may have had a neurological basis. Other church members, however, remain convinced of the supernatural nature of White's visions.

### A Childhood Attack

*What happened to Ellen? How was she changed by the accident?*

Ellen Gould Harmon (later Ellen G. White) and her twin sister were born November 26, 1827, in Gorham, Maine. White's parents were devout members of the Methodist Episcopal Church, as were their eight children.

At the age of nine, Ellen was involved in a serious accident that she said affected her whole life:

In company with my twin sister and one of our schoolmates, I was crossing a common in the city of Portland, Maine, when a girl of about thirteen years of age followed us, threatening to strike us....

We were running towards home but the girl was following us rapidly, with a stone in her hand. I turned to see how far she was behind me, and as I turned, the stone hit me on my nose.

A blinding, stunning sensation overpowered me and I fell senseless. When consciousness again returned, I found myself in a merchant's store; my garments covered with the blood streaming from my nose, and a large stream of blood on the floor.



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# Expert groups: Brain injury jigsaw

Question	A Dream Turned Nightmare	Mass Murderer or Innocent Victim?	Early Clues to Localized Brain Function	Supernatural Visions or Brain Injury?
Why is this person famous?	--	--	--	--
How did the brain injury happen?	--	--	--	--
What areas of the brain were injured?	--	--	--	--
How did the injury affect the person's life?	--	--	--	--

T: He can read it and he can spell things. And he's very good at this.

S2: Why can't I just copy it?

T: It doesn't help you practice the language. Doesn't help him practice the language. I want you to be able to use these academic terms.

S2: But I know English.

T: Yes, but psychological English.





“If we teach today’s  
students as we taught  
yesterday’s, we rob  
them of tomorrow.”  
– John Dewey





# References

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# Six high-leverage writing practices to support language learners

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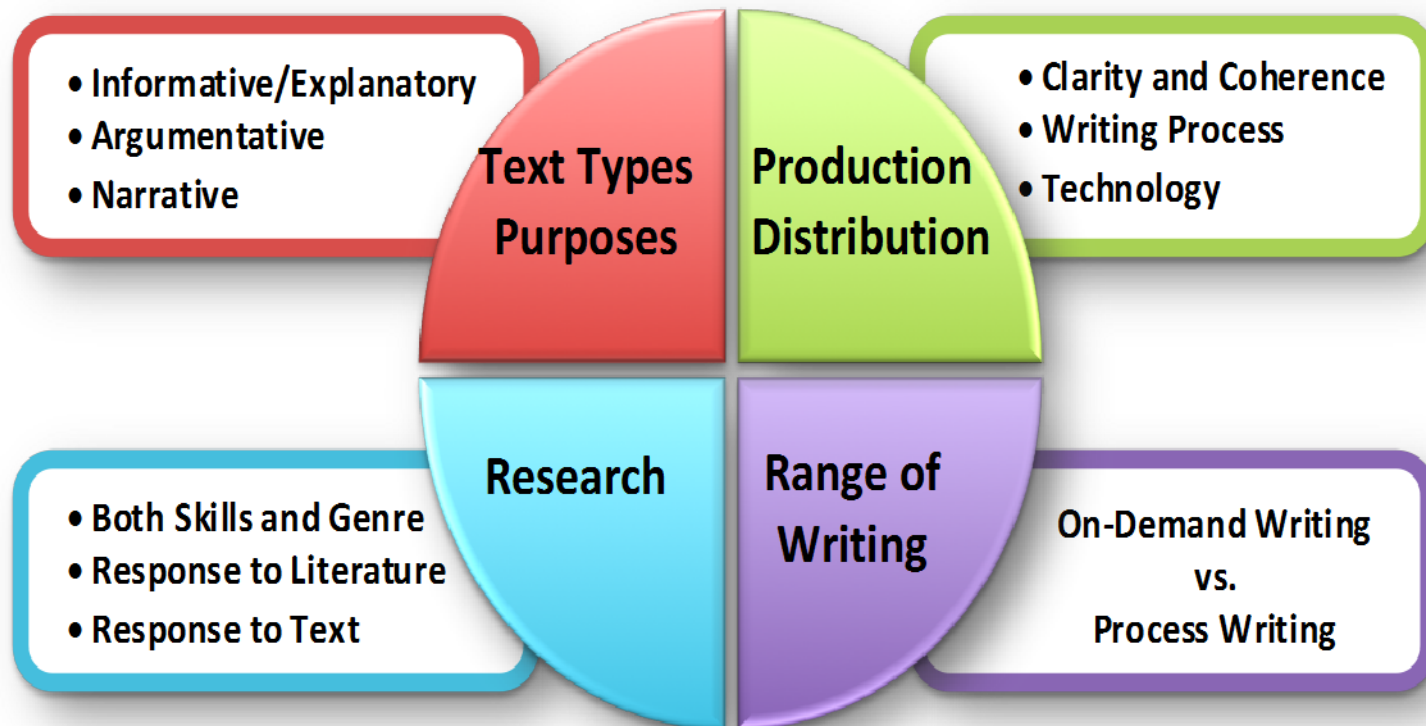
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INSTITUTE

“If we could institute **only one change** to make students more college ready, it should be to increase the **amount and quality** of writing students are expected to produce.”

— David Conley, College Knowledge



# Common Core college- and career-readiness anchor standards for writing



# 21st century critical thinking skills in the Common Core

- Summarizing
- Synthesizing
- Comparing
- Contrasting
- Describing
- Evaluating
- Analyzing
- Persuading
- Proposing
- Solving problems
- Narrating
- Researching



# Writing makes thinking visible



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Academic Literacy includes the cognitive and tangible skills involved in reading and writing, as well as the integrative role of academic oral language.

- Genessee, Lindholm-Leary, Saunders, and Christian, 2005; August and Shanahan, 2006; Short and Fitzsimmons, 2007



“Without a shared understanding of what we mean by quality instruction, we have no basis from which to mount an improvement effort.”

— Leading for Instructional Improvement



# Primary references:

Six high-leverage instructional writing practices

1. National Literacy Panel on Language Minority Children and Youth (NLP; August and Shanahan, 2006)
2. Center for Research on Education, Diversity and Excellence (CREDE; Genesee, Lindholm-Leary, Saunders, and Christian, 2005)
3. Carnegie Panel on Adolescent EL Literacy (Short and Fitzsimmons, 2007)

# Six high-leverage writing practices

1. Teach genre writing as a process.
2. Build on students' backgrounds.
3. Model writing for and with students.
4. Develop academic oral language.
5. Teach grammar and vocabulary explicitly and in context.
6. Publish (and celebrate!) student writing.

— Goldman (2013)

# Practice #1:

## Teach genre writing as a process

“Genres function as frames for the ways we act, the thoughts we have, and the interactions we engage in.”

— Hyland (2007)

# Sub-Genres/Writing Skills versus Text Types: “Genre Families”

Sub-Genres/Writing Skills	Text Types: “Genre Families”
Compare/Contrast, Descriptive, Evaluation, Problem/Solution, Research, Response to Text (summary/Literary)	Information/Explanatory
Opinion, Argumentative	Augmentative
Fictional/Personal Narrative	Narrative

# An Integrated Literacy Approach

1. Introducing the genre
2. Unpacking the genre
3. Collaborating on writing
4. Drafting
5. Revising
6. Publishing

# 1-Teach genre writing as a process.

Integrated Literary Approach Steps	High Leverage Writing Practice	Activity
Introducing the Genre (Teacher-guided)	2 – Build on students' background	Introduce rubric criteria
Unpacking the Genre (Teacher-guided)	3 – Model writing for and with students	--
Collaborating on Writing (Student-guided)	4 – Develop academic oral language 5 – Teach grammar and vocabulary explicitly and in context	Engage in meaning-making: reading, discussions, and writing.
Drafting (Student-guided)	--	Guide students to organize and draft writing.
Revising (Student-guided)	--	Score rough drafts.  Use data to inform classroom instruction.
Publishing (Student-guided)	6 – Publish (and celebrate!) student writing	(Goldman, 2013)

## WRITE Institute

### Scoring Guide for Response to Text: Literary

A response to Text: Literary interprets some aspect of a literary work. The writer of the essay supports a clear thesis statement through specific examples from the text. Typically, writers support a universal theme (good vs. evil, individuality vs. conformity, sacrifice, coming-of-age) by focusing on a literary device (i.e., characterization, symbolism, imagery, or figurative language).

#### Scoring Range

Each category is worth 0-6 points.

0 = off topic/no evidence	4 = proficient
1 = minimal evidence of proficiency	5 = exceeding expectations
2 = some evidence of proficiency, but weak	6 = outstanding
3 = developing proficiency	

Directions: Total points and divide by 10 to yield a score of 0-6.

#### CONTENT & ORGANIZATION

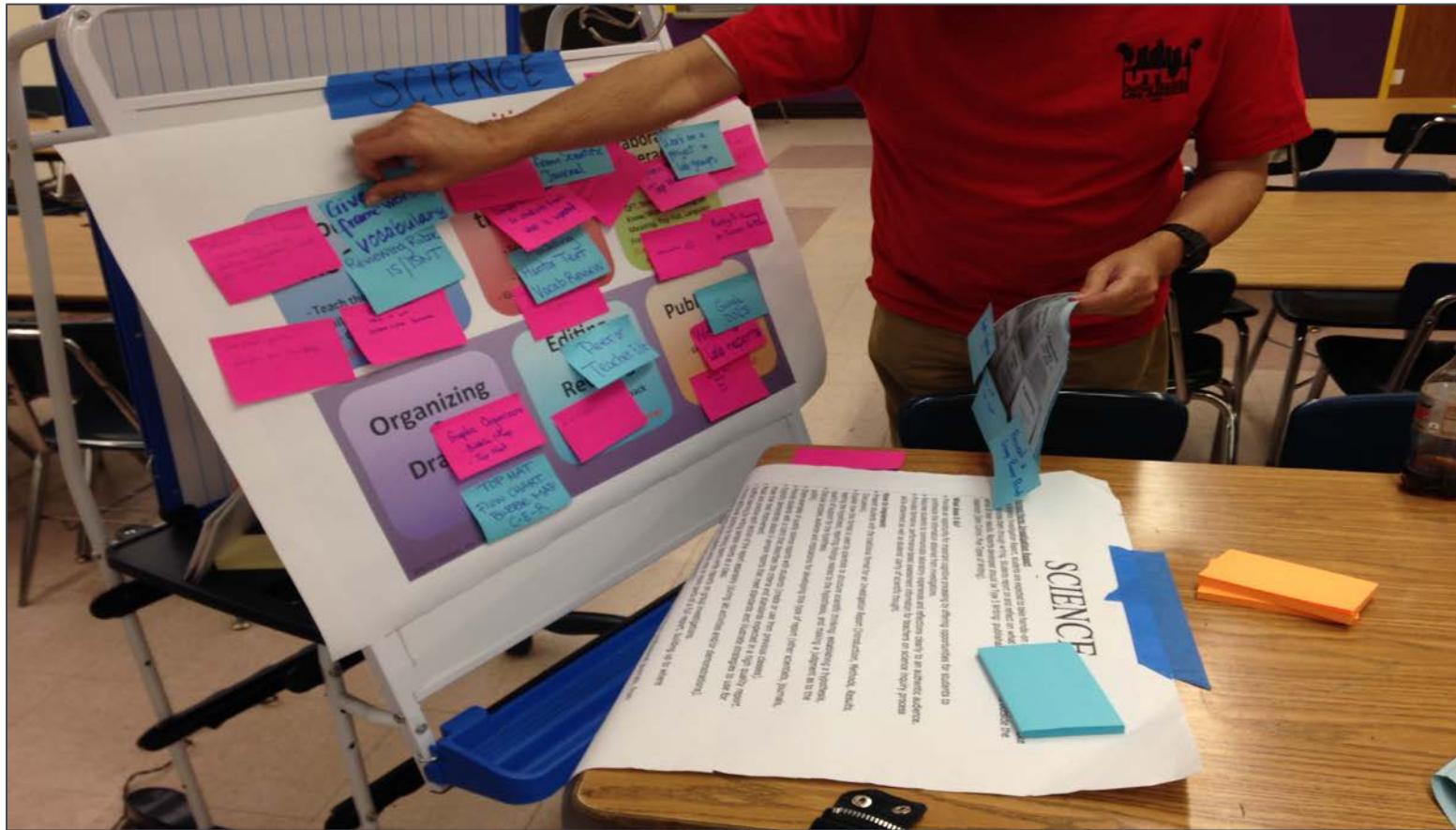
- \_\_\_\_\_ The introduction includes the title, author, thesis and summary of the text.
- \_\_\_\_\_ The introduction includes a thesis statement that provides a specific interpretation of the literary work (i.e., theme).
- \_\_\_\_\_ The introduction includes a brief summary of the text. (1-2 sentences).
- \_\_\_\_\_ The essay provides an understanding of the literary work as a whole.
- \_\_\_\_\_ The topic sentences support the interpretation (i.e., theme).
- \_\_\_\_\_ The writer makes inferences about the author's purpose.
- \_\_\_\_\_ The writer paraphrases and quotes in order to avoid plagiarism.
- \_\_\_\_\_ The essay concludes with a summary of the interpretation, a commentary and/or a reflection.
- \_\_\_\_\_ The essay exhibits a coherent and logical organization.
- \_\_\_\_\_ The writer uses an appropriate level of conventions such as sentence structure, grammar and mechanics.
- \_\_\_\_\_ **Total** (divided by 10) = \_\_\_\_\_ **Score**

# Analytics rubrics

- Learning intentions
- Success criteria

*What do I want my students to know and be able to do?*

What are you already doing that aligns to research-based instructional practices for language learners?



- Bell High School, Los Angeles



## Practice #2: Build on students' backgrounds

“Pedagogy that encourages and supports students to bring their experiences, their culture, their heritage and language into the classroom maximizes learning by allowing students to build upon the full foundation of their prior knowledge.”

— Olsen (2010)

# Summing up the news

- Breaking News English (emerging proficiency level)
- <http://www.cnn.com/>
- Newsela (also in Spanish)
- National Geographic
- News in Levels (emerging proficiency level)
- PBS News Hour
- Scholastic News
- <http://www.treehugger.com/>
- Upfront News (Scholastic)

## Practice #3:

Model writing for and with students.

“I don’t tell them how to draft **their** papers; I show them how I draft **my** papers.”

— Gallagher (2011)



Begin with the end in mind.

## MODELED WRITING

### My Personal Narrative

by Mrs. Q.

The smell of the Christmas tree in the air, the twinkling of the colored lights, the chill of the morning air. It was always so exciting to wake up on Christmas morning to open presents, but the year I turned 12 it seemed especially exciting. Little did I know I was about to get the best Christmas present I ever got. When I walked out of my room to meet my parents and two older sisters, I was a little puzzled that my mom was nowhere in sight. Still, I loved seeing all the colorfully wrapped presents under the tree! Since we weren't all there yet, I ran to get my slippers to warm my feet against the cold floor, and when I got back, everyone was looking at me. Confused, I looked around... and there she was. A tiny, bumbling ball of white and brown fur was creeping around the corner of the couch. "Ahhh!!! A puppy?!" I screamed, looking over at my parents. Everyone laughed when my scream scared the little Shih Tzu puppy and she went scrambling behind the couch again. "Yep - a puppy. She's all yours. Merry Christmas!" said my mom. I couldn't believe it. I had been asking for a puppy since I was 5 years old, and here she finally was. I picked her up and hugged her, and can't remember putting her down for the rest of the day. She was so sweet and playful, and her face was so cute with her warm brown eyes and nose - I decided to name her Gizmo, after the cute creature in the movie Gremlins. For the next 15 years, I was as attached to her as I was that first morning. She's the best, most loyal dog I've ever had, and she'll always be the best Christmas gift I ever got.

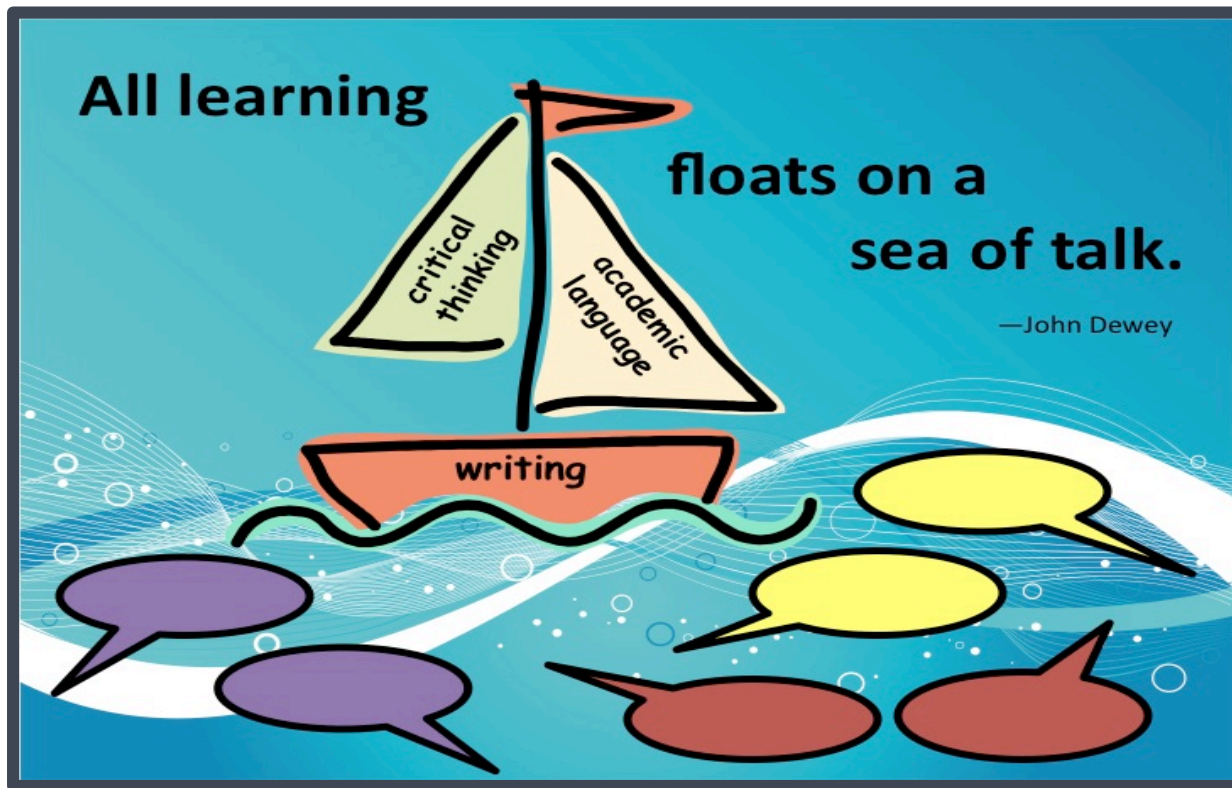
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# Writing Products

- Articles (Issue-oriented)
- Biographies
- Editorials
- Journals
- Lab Reports
- Logs
- Notebooks (Science)
- Proposals
- Research Papers
- Responses to Questions
- Reviews
- Statement of Purpose Papers

# Practice #4:

## Develop academic oral language

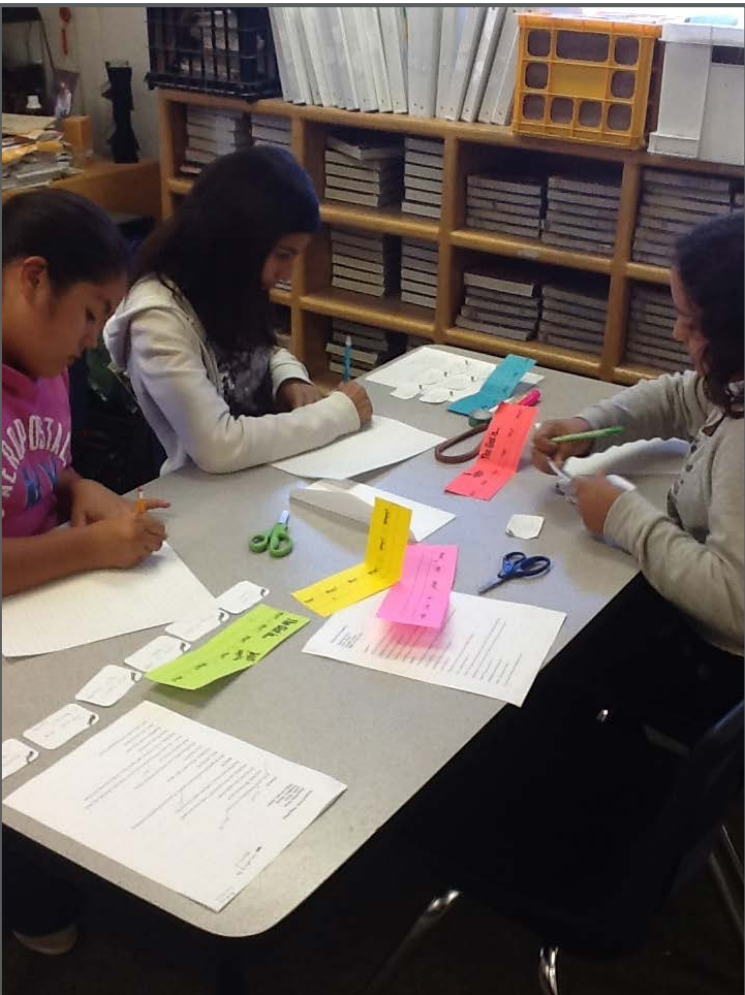


# Structures for engaging students in academic conversations

- Think-Pair-Share
  - Think-Write-Pair-Share
  - Quick-Write-Draw
  - Literature/Learning Circles
  - Inside/Outside Circles
  - Opinion Formation Cards
  - The Discussion Web
  - Expert Group Jigsaw
  - Structured Academic Controversy
  - Socratic Seminar
- ELA/ELD Framework, pp. 49-50



# Getting the gist: Purposeful thinking, speaking, and writing





# Language frames: Purposeful thinking, speaking, and writing

## Citing evidence:

- The evidence clearly shows...
- Statistics clearly show...
- There is strong evidence to suggest...
- The facts indicate...
- The evidence implies that \_\_\_\_\_.

# Language frames: Purposeful thinking, speaking, and writing (*continued 1*)

## Giving reasons to support an opinion:

- One reason for...
- One advantage of...
- Another point in favor of...
- A further argument supporting...
- One other advantage of...
- One of the main arguments in favor of \_\_\_\_\_ is \_\_\_\_\_.

# Language frames: Purposeful thinking, speaking, and writing (*continued 2*)

## Responding to someone else's opinion:

- One disadvantage of...
- One objection to...
- One argument against \_\_\_\_\_ is \_\_\_\_\_.

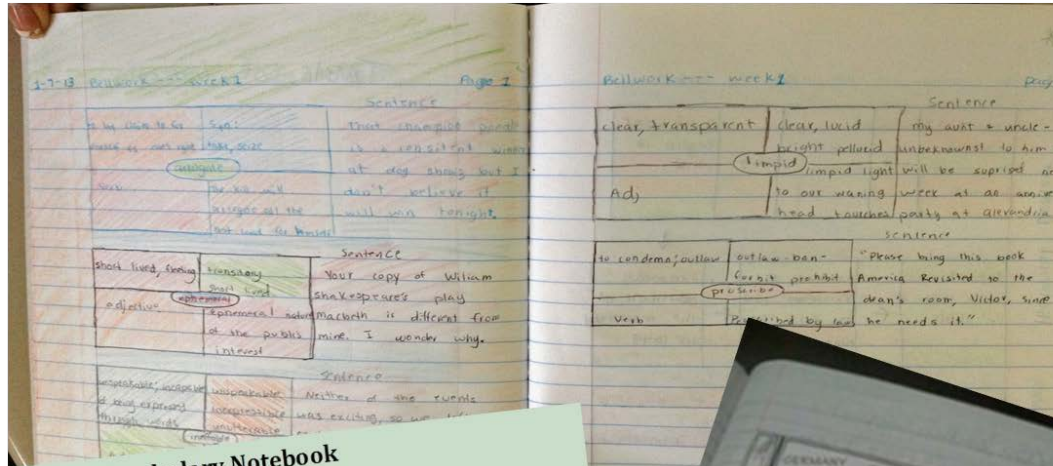
## Practice #5:

Teach grammar/vocabulary explicitly  
and in context

“Keeping a vocabulary notebook is one of the most effective and efficient techniques for students to assume the responsibility for learning vocabulary.”

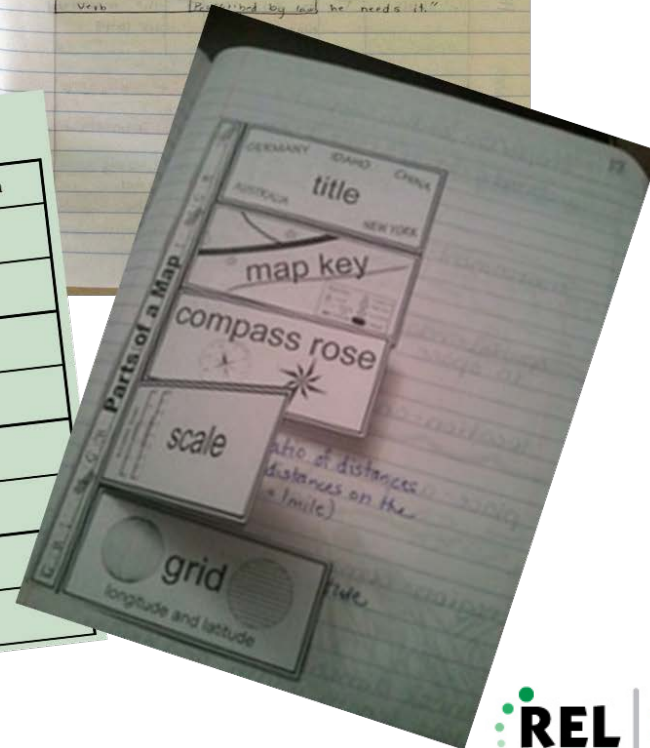
— Reid (2011)

# Examples of vocabulary notebooks



**Vocabulary Notebook**

Word	My Definition	Dictionary Definition	Comparison



# Practice #6:

## Publish (and celebrate!) student writing

Making writing “public” through technology...

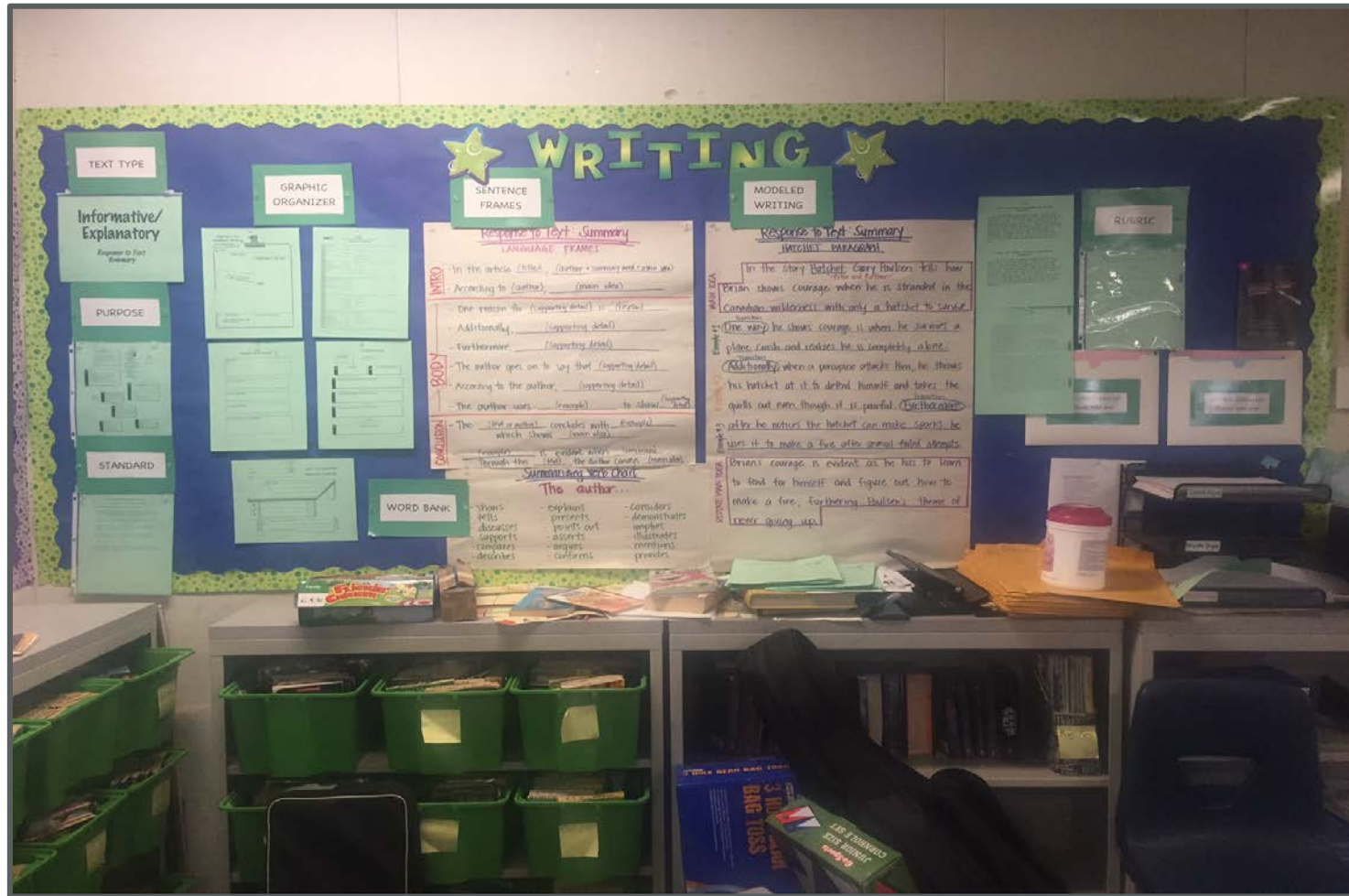
- Initiates discussions
- Reinforces content
- Fosters new learning
- Draws connections
- Encourages reflection

— Goldberg, Russell, and Cook (2005)

Examples:

- Edmodo
- Screencasts
- Presentations
- Letters
- Global Learning Networks

# A WRITE Classroom



- Mueller Charter School, San Diego



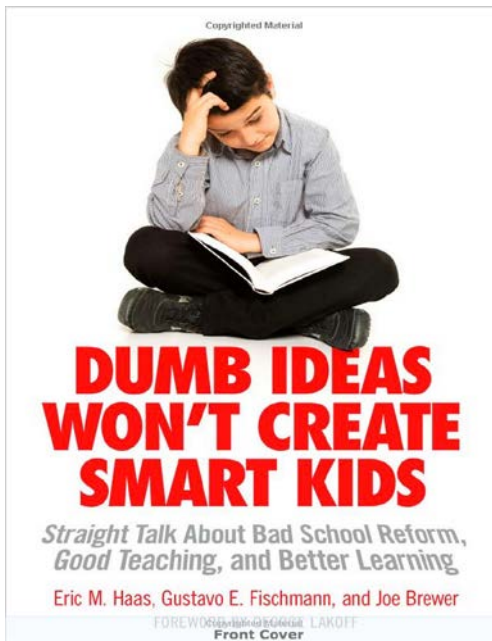
# Six high-leverage instructional writing practices

- Teach genre writing as a process.
- Build on students' backgrounds.
- Model writing for and with students.
- Develop academic oral language.
- Teach grammar and vocabulary explicitly and in context.
- Publish (and celebrate!) student writing.

— Goldman (2013)



# Creating Teacher Expertise



“A very effective way [to create ‘expert’ teachers] is to have teachers experience this type of learning [instructional practices] themselves, because, really, that is how we change — by experiencing something new that is successful in all its complexity.”

— Haas, Fischman, and Brewer (2014)

“It [achieving quality learning] is the equity and social justice issue of our time.”

— Leading for Instructional Improvement

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